**Danielle Kates**

**LESSON 1: INTRODUCTION TO GREEK MYTHOLOGICAL HEROES AND *JASON, THE ARGONAUTS, AND THE GOLDEN FLEECE***

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| **MINISTRY EXPECTATIONS:**  **Strands:**  Reading and Literature Studies  Writing  **Overall:**  Reading and Literature Studies  1) Reading for Meaning: read and demonstrate an understanding of a variety of literary, informational, and graphic texts, using a range of strategies to construct meaning  Writing  1) Developing and Organizing Content: generate, gather, and organize ideas and information to write for an intended purpose and audience  **Specific:**  Reading and Literature Studies   * 1. read student- and teacher-selected texts from diverse cultures and historical periods, identifying specific purposes for reading   **1.8** identify the perspectives and/or biases evident in both simple and complex texts and comment on any questions they may raise about beliefs, values, and identity  Writing  **1.4** identify, sort, and order main ideas and supporting details for writing tasks, using several different strategies and organizational patterns suited to the content and purpose for writing | |
| **ENDURING UNDERSTANDING ADDRESSED:**  Use detail and elaboration to make ideas clear to their audiences  Be able to decode and deconstruct various forms of writing and media | |
| **ESSENTIAL QUESTION(S) ADDRESSED:**  What makes someone heroic/something heroic? What traits, practices, and beliefs are common to the cultures and time periods represented in the literature that we are reading? | |
| **KNOWLEDGE :**  Understand traditional myth and short story structure and elements  Understand the various recurring themes in myths and short stories  Understand the social, cultural, and political impact of formats such as the myth and short story  Understand the racist and sexist stereotypes evident within various types of literature and media | **SKILLS:**  Participate in class discussions about the literary/social effect of selected authors’ works  Develop strategies for reading and responding personally and analytically to short stories and myths |
| **DIFFERENTIATED INSTRUCTION:**  Students have been introduced to and practiced in the reading and deconstructing of short stories. They have also been introduced to the concept of heroism in the conventional as well as unconventional sense. Students will thus apply this knowledge to a study of Greek mythology and the heroes present within. This will be achieved amidst a variety of instructional strategies, including visual learning and whole-class discussion. Students will also have the opportunity to communicate their thoughts in the form of a written response. | |
| **ASSESSMENT TOOLS/ STRATEGIES USED:**  Rapid Writing: Diagnostic: AforL, AasL  Whole-Class Discussion: AasL  Paragraph Response: Anecdotal Comments: AforL, AasL | |
| **LEARNING GOALS:**  By the end of this lesson, students will be familiar with the ‘hero ideal’ as presented in ancient Greek mythology. Using knowledge and skills previously gained, students will begin to deconstruct this ideal, comparing and contrasting it with contemporary notions of heroism. | |
| **MATERIALS/RESOURCES/PRE-PLANNING:**  **Video Clip** – “Epic Mythological Heroes” –  <http://www.youtube.com/watch?v=97VLLud0cgw>  **Powerpoint Presentation** – “The Greek Hero Ideal” adapted from  http://www.slideshare.net/jdarnell/the-greek-hero-ideal  **Appendix 33** – *Jason, the Argonauts, and the Golden Fleece* adapted from <http://www.mythweb.com/heroes/jason/> (with enough copies for all students)  **Classroom Materials** – computer, LCD projector, paper, pencils/pens, chalk or whiteboard marker for teacher | **AGENDA:**   1. Video clip, Rapid Writing exercise, and discussion – “Epic Mythological Heroes” 2. Powerpoint presentation and discussion – “The Greek Hero Ideal” 3. Classroom reading – *Jason, the Argonauts, and the Golden Fleece* 4. Paragraph response – Is Jason a hero? |
| **MINDS ON:** *15 minutes*  Students will view the video clip entitled “Epic Mythological Heroes” (2:10). After viewing, students will engage in a Rapid Writing exercise for 2 minutes, in which they will be asked to consider how the clip portrayed the quality of heroism. Students should write continuously without allowing their pencil/pen to leave the paper until the teacher tells them to do so. The teacher will then engage students in a 10-minute whole-class discussion, in which a Mind Map on the board will be used to organize students’ ideas and feedback regarding the video clip. | |
| **ACTION:** *45 minutes*  Students will view a short powerpoint presentation entitled “The Greek Hero Ideal.” The teacher will go through each slide verbally, explaining to students that a hero in Greek mythology was usually male, of divine ancestry, and exhibited such qualities as strength, courage, and loyalty. The teacher should encourage students to consider whether or not they disagree with this ideal, as well as identify any problems that they see with it (eg. the underrepresentation of women).  The teacher will then distribute a copy of *Jason, the Argonauts, and the Golden Fleece* (Appendix 33) to each student. The teacher should explain to students that Jason is recognized as being among the greatest of the Greek mythological heroes, and that the Argonauts with whom he travelled were also of heroic status. This myth is rather short, and should be read in its entirety within the time allotted. The teacher should call upon students to read each individual section to ensure attentiveness and engagement. | |
| **CONSOLIDATION:** *15 minutes*  Students will be instructed to write a paragraph in response to the question, “Is Jason a hero?” Students should not simply recall the Greek hero ideal, but include reference to their own ideas of contemporary heroism as well as those discussed previously in class. Students may respond either way to the question, but must ensure that they provide adequate supporting evidence for their answer. If not completed in the remainder of class time, the paragraph should be assigned for homework. | |
| **ACCOMMODATIONS & MODIFICATIONS:**  Students who experience trouble communicating in writing may make use of a scribe or present their opinion orally to the teacher apart from class. Students who experience trouble communicating orally may opt not to read the myth aloud, but simply listen to their peers read it. | |

**APPENDICES:**

Appendix 33: *Jason, the Argonauts, and the Golden Fleece*

**LESSON 2: DISNEY’S *HERCULES***

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| **MINISTRY EXPECTATIONS:**  **Strands:**  Writing  Media  **Overall:**  Writing  1) Developing and Organizing Content: generate, gather, and organize ideas and information to write for an intended purpose and audience  Media  2) Understanding Media Forms, Conventions, and Techniques: identify some media forms and explain how the conventions and techniques associated with them are used to create meaning  **Specific:**  Writing  **1.4** identify, sort, and order main ideas and supporting details for writing tasks, using several different strategies and organizational patterns suited to the content and purpose for writing  Media   * 1. interpret simple and complex media texts, identifying and explaining the overt and implied messages they convey   **1.5** identify the perspectives and/or biases evident in both simple and complex media texts and comment on any questions they may raise about beliefs, values, and identity | |
| **ENDURING UNDERSTANDING ADDRESSED:**  Understand that writing is a process and is necessary for successful writing   * Use detail and elaboration to make ideas clear to their audiences * Create and organize various formats of writing in order to convey what they have to say to make their meaning clear to their audience * Be able to decode and deconstruct various forms of writing and media | |
| **ESSENTIAL QUESTION(S) ADDRESSED:**  What makes someone heroic/something heroic? How does the way something is written (or in this case, presented in film) affect the writer and reader? What traits, practices, and beliefs are common to the cultures and time periods represented in the literature that we are reading? | |
| **KNOWLEDGE :**  Understand the various recurring themes in myths and short stories  Understand the social, cultural, and political impact of formats such as the myth and short story | **SKILLS:**   Develop strategies for reading and responding personally and analytically to short stories   * Compare, contrast, analyze, and evaluate connections between text, ideas, and experience |
| **DIFFERENTIATED INSTRUCTION:**  This period is not largely differentiated in terms of instructional strategies, as most of it will be spent viewing a film. However, students should demonstrate readiness in terms of introductory knowledge of Greek mythological heroes. Moreover, Hercules is perhaps the most widely recognized Greek hero in contemporary popular culture, and the story’s presentation within a Disney film should appeal to most students. | |
| **ASSESSMENT TOOLS/ STRATEGIES USED:**  Film Review: Rating Scale of Assessment: AofL  NOTE: To be submitted at a later date | |
| **LEARNING GOALS:**  Students will use prior knowledge and skills to deconstruct the portrayal of heroism seen in Disney’s *Hercules*. By the end of this lesson, students will have partially completed a film review preparation chart as an exercise in recording and organizing evidence for a future piece of writing. | |
| **MATERIALS/RESOURCES/PRE-PLANNING:**  **Film** – *Hercules*. dir. Ron Clements and John  Musker, Walt Disney Pictures, 1997.  **Appendix 34** – Film Review: Disney’s *Hercules* (with enough copies for all students)  **Classroom Materials** – Computer and LCD projector OR television with DVD player and/or VCR | **AGENDA:**   1. Revisiting Jason: Is he a hero? 2. Partial film screening: Disney’s *Hercules* 3. Planning and organization time |
| **MINDS ON:** *15 minutes*  Students will be instructed to take out their paragraph responses on *Jason, the Argonauts, and the Golden Fleece* from the previous day. The teacher should encourage students to share; can Jason be considered a hero? Why or why not? It can be anticipated that Jason may be thought to be a hero in his courage and willingness to restore the kingdom to his own family. However, he may be thought not to be heroic in his reliance on the witchcraft of Medea in conquering his many obstacles, as well as his leaving her in the end.  Once adequate time for sharing has been given, the teacher will distribute a copy of the Film Review: Disney’s *Hercules* (Appendix 34) to each student. The teacher should briefly go through instructions with the students, making sure to inform them that they must begin to complete the film review preparation chart as they watch the film. The film review will be due at the beginning of Friday’s class. | |
| **ACTION:** *50 minutes*  Students will view the first 50 minutes of Disney’s *Hercules*. | |
| **CONSOLIDATION*:*** *10 minutes*  The teacher will stop the film, and students will use the remaining 10 minutes of class to work on their film review preparation charts. They may opt to use a think-pair-share strategy with other peers to refine ideas regarding the notions of heroism presented in the film. | |
| **ACCOMMODATIONS & MODIFICATIONS:**  Accommodations for viewing the film can certainly be made; it is a popular Disney film for which translations exist (ELL’s), and can be played with closed captioning for the hearing impaired. ELL students or students with identified learning exceptionalities will have the opportunity to present their film review in other ways, such as orally to the teacher in person or on video. | |

**APPENDICES:**

Appendix 34: Film Review: Disney’s *Hercules*

**LESSON 3: CONCLUSION TO DISNEY’S *HERCULES* AND WORK PERIOD**

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| **MINISTRY EXPECTATIONS:**  **Strands:**  Writing  Media  **Overall:**  Writing  1) Developing and Organizing Content: generate, gather, and organize ideas and information to write for an intended purpose and audience  2) Using Knowledge of Form and Style: draft and revise their writing, using a variety of literary, informational, and graphic forms and stylistic elements appropriate for the purpose and audience  Media  2) Understanding Media Forms, Conventions, and Techniques: identify some media forms and explain how the conventions and techniques associated with them are used to create meaning  **Specific:**  Writing  **1.4** identify, sort, and order main ideas and supporting details for writing tasks, using several different strategies and organizational patterns suited to the content and purpose for writing  **2.3** use appropriate descriptive and evocative words, phrases, and expressions to make their writing clear and vivid for their intended audience  **2.4** write complete sentences that communicate their meaning clearly and accurately, varying sentence type, structure, and length for different purposes and making logical transitions between ideas  Media   * 1. interpret simple and complex media texts, identifying and explaining the overt and implied messages they convey   **1.5** identify the perspectives and/or biases evident in both simple and complex media texts and comment on any questions they may raise about beliefs, values, and identity | |
| **ENDURING UNDERSTANDING ADDRESSED:**  Understand that writing is a process and is necessary for successful writing   * Use detail and elaboration to make ideas clear to their audiences * Create and organize various formats of writing in order to convey what they have to say to make their meaning clear to their audience * Be able to decode and deconstruct various forms of writing and media * Maintain clarity and coherence in their writing | |
| **ESSENTIAL QUESTION(S) ADDRESSED:**  What makes someone heroic/something heroic? How does the way something is written (or in this case, presented in film) affect the writer and reader? What traits, practices, and beliefs are common to the cultures and time periods represented in the literature that we are reading? | |
| **KNOWLEDGE :**  Understand the various recurring themes in myths and short stories  Understand the social, cultural, and political impact of formats such as the myth and short story | **SKILLS:**   Develop strategies for reading and responding personally and analytically to short stories   * Compare, contrast, analyze, and evaluate connections between text, ideas, and experience * Refine grammar, usage, and composition skills in a variety of formats * Use text details to analyze character, plot, setting, point of view and development of theme |
| **DIFFERENTIATED INSTRUCTION:**  Students’ readiness to view and evaluate the film’s presentation of heroism has been addressed in the previous lesson. Once the remainder of the film has been viewed, the teacher will allow for a work period. Students may use this to begin their film review, or they may work on their Culminating Activity if they prefer. This will allow students to work at their own pace and preference, as well as conference with the teacher individually regarding progress. | |
| **ASSESSMENT TOOLS/ STRATEGIES USED:**  Film Review: Rating Scale of Assessment: AofL  NOTE: To be submitted at a later date  Individual Conferencing: Anecdotal Comments: AforL, AasL | |
| **LEARNING GOALS:**  Students will continue their deconstruction of the portrayal of heroism in Disney’s *Hercules*. Through its inclusion of a work period, this lesson will exercise in students the skills of effective time management, following the “writing process” (eg. completing preparation chart before beginning writing), and communicating with the instructor to ensure success. | |
| **MATERIALS/RESOURCES/PRE-PLANNING:**  **Film** – *Hercules*. dir. Ron Clements and John  Musker, Walt Disney Pictures, 1997.  **Appendix 34** – Film Review: Disney’s *Hercules* (students should already have their copies with them)  **Classroom Materials** – Computer and LCD projector OR television with DVD player and/or VCR | **AGENDA:**   1. Brief recap of Disney’s *Hercules* (plot thus far) 2. Film screening – complete Disney’s *Hercules* 3. Work period – to be used for the film review OR the Culminating Activity (as well as individual conferences with teacher) |
| **MINDS ON:** *5 minutes*  The teacher will ask students to briefly recall what has happened in the film thus far. Notable plot elements include: Hercules’ divine ancestry, his incredible physical strength, his prophesy from Zeus to become a hero in order to get back to Mount Olympus, his training in heroism from Philoctetes, and the rescue of Megara. A simple discussion should activate students’ prior knowledge of the film, and ready them to continue viewing. The teacher may decide to write important developments on the board for students’ reference. | |
| **ACTION:** *40 minutes*  Students will view the remaining 40 minutes of Disney’s *Hercules*. | |
| **CONSOLIDATION:** *30 minutes*  The students will be given the remaining 30 minutes of the period to work on either their film review or their Culminating Activity. During this time, the teacher should conference individually with each student to ensure that all questions regarding each of these assignments are answered. The teacher will provide anecdotal comments to students regarding their work, either verbally or in writing on their rough work. The teacher should also reiterate that the film review is due at the beginning of Friday’s class. | |
| **ACCOMMODATIONS & MODIFICATIONS:**  Accommodations for viewing the film will, once again, be made if necessary (either using a translated version for ELL students or a close captioned version for the hearing impaired). Again, those students who demonstrate difficulty in producing a written film review will be given the option of presenting something else in its place. | |

**APPENDICES:**

No appendices

**LESSON 4: A HEROINE: *THE MYTHS OF ATALANTA***

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| **MINISTRY EXPECTATIONS:**  **Strands:**  Reading and Literature Studies  Oral Communication  **Overall:**  Reading and Literature Studies  1) Reading for Meaning: read and demonstrate an understanding of a variety of literary, informational, and graphic texts, using a range of strategies to construct meaning  Oral Communication  1) Listening to Understand: listen in order to understand and respond appropriately in a variety of situations for a variety of purposes  **Specific:**  Reading and Literature Studies   * 1. use several different reading comprehension strategies before, during, and after reading to understand both simple and complex texts   **1.8** identify the perspectives and/or biases evident in both simple and complex texts and comment on any questions they may raise about beliefs, values, and identity  Oral Communication  **1.2** identify and use several different active listening strategies when participating in a variety of classroom interactions  **2.1** communicate orally for several different purposes, using language suitable for the intended audience | |
| **ENDURING UNDERSTANDING ADDRESSED:**  Use detail and elaboration to make ideas clear to their audiences  Be able to decode and deconstruct various forms of writing and media | |
| **ESSENTIAL QUESTION(S) ADDRESSED:**  What makes someone heroic/something heroic? How does the way something is written affect the writer and reader? What traits, practices and beliefs are common to the cultures and time periods represented in the literature that we are reading? Can literature serve as a vehicle for social change? | |
| **KNOWLEDGE :**  Understand the various recurring themes in myths and short stories  Understand the social, cultural, and political impact of formats such as the myth and short story   * Understand the racist and sexist stereotypes evident within various types of literature and media | **SKILLS:**   * Participate in class discussions about the literary/social effect of selected authors' works    Develop strategies for reading and responding personally and analytically to short stories   * Compare, contrast, analyze, and evaluate connections between text, ideas, and experience |
| **DIFFERENTIATED INSTRUCTION:**  This lesson makes use of instructional strategies that appeal to the multiple intelligences. A photograph and theatrical trailer demonstrate visual appeal. Moreover, collaborative teamwork allows students to move around (kinaesthetic appeal), eventually resulting in an oral, audial debate. | |
| **ASSESSMENT TOOLS/ STRATEGIES USED:**  Collaborative Teamwork: AasL  Oral Debate: AforL, AasL  Exit Pass: Anecdotal Comments: Afor, AasL | |
| **LEARNING GOALS:**  This lesson allows students to become more comfortable reading teacher-assigned texts independently and/or with a partner. Moreover, students are exercised in working collaboratively with a team, as well as presenting orally in order to communicate an argument. In terms of content, students are made aware of the limited presence of the heroine in Greek mythology, and are encouraged to compare this reality with the contemporary notion of a hero previously discussed. | |
| **MATERIALS/RESOURCES/PRE-PLANNING:**  **Photograph** – Katniss Everdeen –  http://pattygopez.buzznet.com/user/journal/15501481/hunger-games-heroine-katniss-everdeen/  **Film Trailer** – “The Hunger Games Theatrical Trailer”  http://www.youtube.com/watch?v=p-5ANq4sAL0  **Appendix 35** – *The Myths of Atalanta* (with enough copies for all students) adapted from  http://www.sacred-texts.com/cla/bulf/bulf17.htm  **Classroom Materials** – Computer, LCD projector, chart paper, markers | **AGENDA:**   1. Photograph: Who Am I? 2. Theatrical Trailer 3. Who is Atalanta? Brief introduction 4. *The Myths of Atalanta (*to be read in pairs) 5. Team brainstorming and debate 6. Exit pass |
| **MINDS ON:** 10 minutes  The teacher will display an unidentified photograph on the LCD projector. The photograph is of Katniss Everdeen, female protagonist of the bestselling novel, *The Hunger Games*. She is using a bow and arrow. Students will be asked to take a few minutes and, with their elbow partners, analyze the photograph. It is likely that most students in the class will recognize her; however, the teacher should ask students to refrain from sharing their ideas loudly. The teacher will ask, what do we know about this young woman from the photo?  Students will then view the theatrical trailer for the film adaptation of *The Hunger Games* (2:36). The teacher will engage students in a brief, whole-class discussion surrounding the portrayal of Katniss Everdeen. Is she a strong young woman? Does she exhibit heroic tendencies? The class will likely decide that, yes, Katniss is a genuine heroine. | |
| **ACTION:** 50 minutes  The teacher will take a few minutes to introduce Atalanta, the only female to be recognized among the list of the greatest Greek mythological heroes. A swift runner and skilled huntress, she can easily be interpreted as the ancient “blueprint” for female heroines such as Katniss Everdeen. Before reading *The Myths of Atalanta*, the teacher will instruct students to bear in mind the similarities and differences evident between Atalanta and the contemporary heroine Katniss.  The teacher will then distribute a copy of *The Myths of Atalanta* to each student (Appendix 35). They will be instructed to read both myths quietly with their elbow partner. The myths are short and should not take longer than 20 minutes to complete.  Once everyone is finished reading, the teacher will number the class using the “1,2” method (note: no two elbow partners should be numbered the same). After the teams have been made, the teacher will inform the class that one group will be arguing for Atalanta as a heroine similar to Katniss, and the other will argue that she is not. Each team will be given chart paper and markers to be used for brainstorming. The teacher should encourage teams to anticipate what the other may use as evidence, and thus find ways of rebutting it before the oral presentations take place.  Once the teams appear to be finished, each will have the opportunity to present their arguments. Teams will also be given the opportunity to rebut once initial arguments have been made. The teacher need not choose a winning team; rather, the aim here is to demonstrate that 1) definitions of heroism differ according to groups and individuals, and 2) that the definition of heroism has evolved over time. | |
| **CONSOLIDATION:** 15 minutes  For the remainder of class, students will complete an Exit Pass that asks, “What have you learned in reading and discussing *The Myths of Atalanta*” (Appendix 36). This question allows students to draw upon various things learned to date. For example, they might write about women’s’ difficulties in achieving heroine status historically, or they might remain general and discuss how the concept of heroism differs across place and time. | |
| **ACCOMMODATIONS & MODIFICATIONS:**  Students are allowed to read *The Myths of Atalanta* in pairs, thus providing students who have difficulty with reading comprehension an opportunity for assistance. Moreover, students who are not comfortable presenting orally are still valuable to their team in the ways of verbal and written brainstorming. Students who demonstrate a learning exceptionality that interferes with their ability to excel in this activity may be provided with a scaffolded worksheet on which they can explore both sides of the argument. This might also be useful to ELL students, especially if the worksheet can be translated. | |

**APPENDICES:**

Appendix 35: *The Myths of Atalanta*

Appendix 36: Exit Pass

**LESSON 5: HEROES THEN AND NOW: A CROSS-CURRICULAR APPROACH**

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| **MINISTRY EXPECTATIONS:**  **Strands:**  Writing  NOTE: The Ministry Expectations are, here, also made applicable to the production of a visual/graphic text  **Overall:**  1) Developing and Organizing Content: generate, gather, and organize ideas and information to write for an intended purpose and audience  2) Using Knowledge of Form and Style: draft and revise their writing, using a variety of literary, informational, and graphic forms and stylistic elements appropriate for the purpose and audience  **Specific:**  **1.4.** Identify, sort, and order main ideas and supporting details for writing tasks, using several different strategies and organizational patterns suited to the content and purpose for writing  **2.3** use appropriate descriptive and evocative words, phrases, and expressions to make their writing clear and vivid for their intended audience | |
| **ENDURING UNDERSTANDING ADDRESSED:**  Use detail and elaboration to make ideas clear to their audiences   * Create and organize various formats of writing in order to convey what they have to say to make their meaning clear to their audience | |
| **ESSENTIAL QUESTION(S) ADDRESSED:**  What makes someone heroic/something heroic? What traits, practices and beliefs are common to the cultures and time periods represented in the literature that we are reading? Can literature serve as a vehicle for social change? | |
| **KNOWLEDGE :**  Understand the various recurring themes in myths and short stories  Understand the social, cultural, and political impact of formats such as the myth and short story   * Understand the racist and sexist stereotypes evident within various types of literature and media | **SKILLS:**   * Develop strategies for reading and responding personally and analytically to short stories * Compare, contrast, analyze, and evaluate connections between text, ideas, and experience. |
| **DIFFERENTIATED INSTRUCTION:**  This lesson allows those who may not excel in written expression to compare and contrast ideals of heroism in an alternative way. For those who do prefer written expression, the “Dear Teacher…” exercise is useful. | |
| **ASSESSMENT TOOLS/ STRATEGIES USED:**  Visual (Non-Linguistic) Representation: AasL  “Dear Teacher:” Anecdotal Comments: AforL, AasL | |
| **LEARNING GOALS:**  This lesson allows students to demonstrate the knowledge and skills attained throughout the week in a creative way. Students will now be comfortable explaining/showing the hero ideal of Greek mythology, as well as | |
| **MATERIALS/RESOURCES/PRE-PLANNING:**  **Classroom Materials** – 11 x 17-inch poster paper (one for each student), markers and/or pencil crayons, age-appropriate magazines, scissors, glue  **Appendix 37** – “Dear Teacher…” | **AGENDA:**   1. Venn Diagram – Heroes then and now 2. Constructing a visual representation 3. “Dear Teacher…” |
| **MINDS ON:** *10 minutes*  The teacher will construct a Venn Diagram on the board. One circle will be labelled “Heroism in Greek Mythology,” and the other, “Contemporary Heroism.” In a brief, whole-class discussion, students will provide traits of a hero of Greek mythology, of a contemporary (or potentially unsung) hero, or a trait that is common to both. This allows the teacher to gauge what the additional knowledge and skills the students have acquired during the section on Greek mythology, as well as provides students with a reference point for the next activity. | |
| **ACTION:** *50 minutes*  The teacher will distribute a sheet of poster paper (11 x 17 inches) to each student. Before further instructions are given, students will be instructed to divide the paper in half vertically. The left side should be labelled “Then,” and the right, “Now.”  Using the supplies provided, students must create a visual (non-linguistic) representation of heroism in Greek mythology (under “Then”) and of contemporary heroism (under “Now”). Students may draw or cut and paste; however, they **must not** write anything! Students are encouraged to make reference to their own personal heroes on the right side of the poster. The teacher should instruct students to aim to complete their visual representation in the time allotted.  **\* This activity serves as a cross-curricular link to Visual Arts**. | |
| **CONSOLIDATION:** *15 minutes*  Students will compose a brief letter to the instructor on the handout entitled “Dear Teacher…” (Appendix 37). In this letter, students will be asked to identify 1 thing they enjoyed about Greek mythology, 1 thing they did not enjoy, 1 new thing that they have learned, and anything they are still unclear about. | |
| **ACCOMMODATIONS & MODIFICATIONS:**  The creation of a visual representation is a great way for ELL and IEP students to demonstrate their understanding of a concept without experiencing the difficulty that a written composition often brings. As previously mentioned, those students who do prefer to write can make use of the “Dear Teacher…” exercise in communicating their understanding. | |

**APPENDICES:**

Appendix 5: “Dear Teacher…”